

## ***Grades Three through Five Language Arts Standards***

**Reading Goal (R)** The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

### **Reading Process and Comprehension**

R1 The student will integrate various **cues** and strategies to comprehend what he or she reads.

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
3-R1.1 Demonstrate the ability to use a variety of strategies to the derive meaning from texts and to read <b>fluently</b> .	4-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning from texts and to read <b>fluently</b> .	5-R1.1 Demonstrate the ability to use a variety of strategies to derive meaning and to read <b>fluently</b> .
3-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	4-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	5-R1.2 Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.
3-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	4-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.	5-R1.3 Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

Grade Three	Grade Four	Grade Five
3-R1.4 Begin <b>summarizing</b> texts.	4-R1.4 Demonstrate the ability to <b>summarize</b> texts. 4-R1.5 Begin <b>paraphrasing</b> texts.	5-R1.4 Demonstrate the ability to <b>summarize</b> and <b>paraphrase</b> texts.
3-R1.5 Demonstrate the ability to recall details in texts.	4-R1.6 Demonstrate the ability analyze details in texts.	5-R1.5 Demonstrate the ability to analyze details in texts.
3-R1.6 Demonstrate the ability to ask and answer questions about texts.	4-R1.7 Demonstrate the ability to ask and answer questions about texts.	5-R1.6 Demonstrate the ability to ask and answer questions about texts.
3-R1.7 Demonstrate the ability to make predictions about stories.	4-R1.8 Demonstrate the ability to make predictions about stories.	5-R1.7 Demonstrate the ability to make predictions about stories.
3-R1.8 Demonstrate the ability to <b>summarize</b> the <b>main idea</b> of a particular text.	4-R1.9 Demonstrate the ability to <b>summarize</b> and <b>paraphrase</b> the <b>main idea</b> of a particular text.	5-R1.8 Demonstrate the ability to <b>paraphrase</b> the <b>main ideas</b> of texts.
3-R1.9 Demonstrate the ability to draw conclusions and make inferences.	4-R1.10 Demonstrate the ability to draw conclusions and make inferences	5-R1.9 Demonstrate the ability to draw conclusions and make inferences.
3-R1.10 Demonstrate the ability to categorize and classify ideas.	4-R1.11 Demonstrate the ability to categorize and classify and ideas.	5-R1.10 Demonstrate the ability to categorize and classify and ideas.
3-R1.11 Demonstrate the ability to determine cause and effect.	4-R1.12 Demonstrate the ability to determine cause and effect.	5-R1.11 Demonstrate the ability to analyze cause and effect.
3-R1.12 Demonstrate the ability to distinguish between fact and opinion.	4-R1.13 Demonstrate the ability to distinguish between fact and opinion.	5-R1.12 Demonstrate the ability to analyze fact and opinion.

Grade Three	Grade Four	Grade Five
3-R1.13 Demonstrate the ability to follow a logical sequence of written directions to complete a task.	4-R1.14 Begin following multistep directions in a technical manual.	5-R1.13 Demonstrate the ability to follow multistep directions in a technical manual.
3-R1.14 Demonstrate the ability to use <b>graphic representations</b> such as charts, graphs, pictures, and <b>graphic organizers</b> as information sources and as a means of organizing information and events logically.	4-R1.15 Demonstrate the ability to use <b>graphic representations</b> such as charts, graphs, pictures, and <b>graphic organizers</b> as information sources and as a means of organizing information and events logically.	5-R1.14 Demonstrate the ability to use <b>graphic representations</b> such as charts, graphs, pictures, and <b>graphic organizers</b> as information sources and as a means of organizing information and events logically.
3-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as <b>creative dramatics</b> , writing, and graphic art.	4-R1.16 Demonstrate the ability to respond to texts through a variety of methods, such as <b>creative dramatics</b> , writing, and graphic art.	5-R1.15 Demonstrate the ability to respond to texts through a variety of methods, such as <b>creative dramatics</b> , writing, and graphic art.
3-R1.16 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; continue comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	4-R1.18 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.	5-R1.17 Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
	4-R1.17 Begin using <b>skimming</b> and <b>scanning</b> techniques.	5-R1.16 Continue using <b>skimming</b> and <b>scanning</b> techniques.
		5-R1.18 Begin detecting <b>bias</b> and identifying <b>propaganda</b> techniques.

## Analysis of Texts

R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.

Grade Three	Grade Four	Grade Five
<p>3-R2.1 Demonstrate the ability to analyze <b>characters</b>, <b>setting</b>, and <b>plot</b> in a literary work.</p> <p>3-R2.11 Continue comparing and contrasting <b>settings</b>, <b>characters</b>, events, and ideas in a variety of texts.</p>	<p>4-R2.1 Demonstrate the ability to analyze <b>character</b> traits and motives, <b>setting</b>, and <b>plot</b> in a literary work; begin identifying <b>tone</b>.</p> <p>4-R2.11 Demonstrate the ability to compare and contrast <b>settings</b>, <b>characters</b>, events, and ideas in a variety of texts.</p>	<p>5-R2.1 Demonstrate the ability to analyze <b>character</b> traits and motives, <b>setting</b>, and <b>plot</b> in a literary work; continue identifying <b>tone</b>.</p> <p>5-R2.11 Demonstrate the ability to compare and contrast <b>settings</b>, <b>characters</b>, events, and ideas in a variety of texts.</p>
<p>3-R2.2 Demonstrate the ability to identify problem and solution in a work of <b>fiction</b> or <b>drama</b>.</p>	<p>4-R2.2 Demonstrate the ability to identify problem and solution in a work of <b>fiction</b> or <b>drama</b>; begin identifying <b>conflict</b>.</p>	<p>5-R2.2 Demonstrate the ability to identify <b>conflict</b> in a literary work; begin comparing and contrasting <b>conflicts</b> in a variety of literary works.</p>
<p>3-R2.3 Demonstrate the ability to identify the narrator's <b>point of view</b> in a work of <b>fiction</b>.</p>	<p>4-R2.3 Demonstrate the ability to identify the narrator's <b>point of view</b> in a work of <b>fiction</b>.</p>	<p>5-R2.3 Demonstrate the ability to identify the narrator's <b>point of view</b> in a work of <b>fiction</b>.</p>
<p>3-R2.4 Continue <b>summarizing</b> the <b>theme</b> of a particular text.</p>	<p>4-R2.4 Demonstrate the ability to <b>summarize</b> the <b>theme</b> of a particular text.</p>	<p>5-R2.4 Begin comparing and contrasting <b>theme</b> in a variety of texts.</p>
<p>3-R2.5 Continue identifying elements of style such as <b>word choice</b> and sentence <b>structure (syntax)</b>.</p>	<p>4-R2.5 Demonstrate the ability to identify elements of style such as <b>word choice</b> and sentence <b>structure (syntax)</b>.</p>	<p>5-R2.5 Demonstrate the ability to identify elements of style such as <b>word choice</b> and sentence <b>structure (syntax)</b>.</p>

Grade Three	Grade Four	Grade Five
3-R2.6 Demonstrate the ability to identify devices of <b>figurative language</b> such as <b>similes, metaphors</b> , and <b>hyperbole</b> and sound devices such as <b>alliteration</b> ; begin identifying <b>onomatopoeia</b> .	4-R2.6 Demonstrate the ability to identify devices of <b>figurative language</b> such as <b>similes, metaphors</b> , and <b>hyperbole</b> and sound devices such as <b>alliteration</b> and <b>onomatopoeia</b> .	5-R2.6 Demonstrate the ability to identify devices of <b>figurative language</b> such as <b>similes, metaphors, hyperbole</b> , and <b>personification</b> and sound devices such as <b>alliteration</b> and <b>onomatopoeia</b> .
3-R2.7 Demonstrate the ability to distinguish between <b>fiction</b> and <b>nonfiction</b> .	4-R2.7 Demonstrate the ability to distinguish between <b>fiction</b> and <b>nonfiction</b> .	5-R2.7 Demonstrate the ability to distinguish between <b>fiction</b> and <b>nonfiction</b> .
3-R2.8 Demonstrate the ability to identify the characteristics of <b>genres</b> such as <b>fiction, poetry, drama</b> , and informational texts.	4-R2.8 Demonstrate the ability to identify the characteristics of <b>genres</b> such as <b>fiction, poetry, drama</b> , and informational texts.	5-R2.8 Demonstrate the ability to identify the characteristics of <b>genres</b> such as <b>fiction, poetry, drama</b> , and informational texts.
3-R2.9 Begin identifying elements of <b>poetry</b> such as <b>rhyme scheme, refrain</b> , and <b>stanza</b> .	4-R2.9 Demonstrate the ability to identify elements of <b>poetry</b> such as <b>rhyme scheme, refrain</b> , and <b>stanza</b> .	5-R2.9 Demonstrate the ability to identify elements of <b>poetry</b> such as <b>rhyme scheme, refrain</b> , and <b>stanza</b> .
3-R2.10 Continue identifying the author's <b>purpose</b> in a variety of texts.	4-R2.10 Demonstrate the ability to identify the author's <b>purpose</b> in a variety of texts.	5-R2.10 Demonstrate the ability to identify the author's <b>purpose</b> in a variety of texts.
	4-R2.12 Begin developing objective criteria for evaluating texts in a variety of <b>genres</b> .	5-R2.12 Continue developing objective criteria for evaluating texts in a variety of <b>genres</b> .

## Word Study and Analysis

R3 The student will use a knowledge of **graphophonics** and **word analysis** to determine the meaning of unfamiliar words and to read texts with understanding.

Grade Three	Grade Four	Grade Five
3-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.	4-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meaning of a word or to refine his or her understanding of a word.	5-R3.1 Demonstrate the ability to determine word meanings, pronunciations, alternate <b>word choices</b> , and parts of speech by using a dictionary and a thesaurus.
3-R3.2 Begin identifying <b>word origins</b> and <b>derivatives</b> to determine the meaning of words and phrases and to refine <b>word choice</b> .	4-R3.2 Continue identifying <b>word origins</b> and <b>derivatives</b> to determine the meaning of words and phrases to refine <b>word choice</b> .	5-R3.2 Demonstrate the ability to identify <b>word origins</b> and <b>derivatives</b> to determine the meaning of words or phrases and to refine <b>word choice</b> .
3-R3.3 Begin applying a knowledge of <b>roots</b> and <b>affixes</b> to analyze the meanings of complex words.	4-R3.3 Demonstrate the ability to apply a knowledge of <b>roots</b> and <b>affixes</b> to analyze the meaning of complex words.	5-R3.3 Demonstrate the ability to apply and use a knowledge of <b>roots</b> and <b>affixes</b> to analyze the meaning of complex words.
3-R3.4 Demonstrate the ability to use <b>word families</b> to generate and decode unfamiliar words. 3-R3.8 Demonstrate the ability to use sentence structure ( <b>syntax</b> ) and context to determine the meanings of unfamiliar words and to recognize <b>multiple-meaning words</b> .	4-R3.4 Demonstrate the ability to use sentence structure ( <b>syntax</b> ) and context to determine the meanings of unfamiliar and <b>multiple-meaning words</b> .	5-R3.4 Demonstrate the ability to use the sentence structure ( <b>syntax</b> ) and context to determine the meanings of unfamiliar and <b>multiple-meaning words</b> .

Grade Three	Grade Four	Grade Five
3-R3.5 Demonstrate the ability to decode <b>polysyllabic words</b> .		
3-R3.6 Demonstrate the ability to use a knowledge of <b>homonyms</b> , <b>antonyms</b> , and <b>synonyms</b> to determine the meaning of unfamiliar words.		
3-R3.7 Demonstrate the ability to identify common prefixes such as <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i> and suffixes such as <i>-er</i> , <i>-est</i> , <i>-ful</i> to determine the meanings of words.		
3-R3.11 Demonstrate the ability to recognize simple <b>analogies</b> .	4-R3.6 Demonstrate the ability to make simple <b>analogies</b> ; begin recognizing complex <b>analogies</b> .	5-R3.6 Demonstrate the ability to make simple <b>analogies</b> ; continue recognizing complex <b>analogies</b> .
3-R3.9 Demonstrate the ability to recognize and use common <b>idioms</b> .		
3-R3.10 Begin explaining the figurative use of words in context.	4-R3.5 Demonstrate the ability to explain the figurative or metaphorical use of words in context.	5-R3.5 Demonstrate the ability to analyze the figurative use of words in context.

## Writing Goal (W) The student will write for different audiences and purposes.

### The Writing Process

W1 The student will apply a **process approach** to writing.

Grade Three	Grade Four	Grade Five
3-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written <b>prewriting</b> strategies.	4-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written <b>prewriting</b> strategies.	5-W1.1 Demonstrate the ability to choose a topic, generate ideas, and use oral and written <b>prewriting</b> strategies.
3-W1.2 Demonstrate the ability to plan for <b>audience</b> and <b>purpose</b> and to generate drafts that use a logical progression of ideas to develop a specific topic.	4-W1.2 Demonstrate the ability to plan for <b>audience</b> and <b>purpose</b> and to generate drafts that use a logical progression of ideas to develop a specific topic.	5-W1.2 Demonstrate the ability to plan for <b>audience</b> and <b>purpose</b> and to generate drafts that use a logical progression of ideas to develop a specific topic.
3-W1.3 Demonstrate the ability to develop an extended response around a <b>central idea</b> , using relevant supporting details.	4-W1.3 Demonstrate the ability to develop an extended response around a <b>central idea</b> , using relevant supporting details.	5-W1.3 Demonstrate the ability to develop an extended response around a <b>central idea</b> , using relevant supporting details.
3-W1.4 Demonstrate the ability to <b>revise</b> writing for clarity, sentence variety, precise vocabulary, and effective phrasing through <b>collaboration</b> , <b>conferencing</b> , and <b>self-evaluation</b> .	4-W1.4 Demonstrate the ability to <b>revise</b> writing for clarity, sentence variety, precise vocabulary, and effective phrasing through <b>collaboration</b> , <b>conferencing</b> , and <b>self-evaluation</b> .	5-W1.4 Demonstrate the ability to <b>revise</b> writing for clarity, sentence variety, precise vocabulary, and effective phrasing through <b>collaboration</b> , <b>conferencing</b> , and <b>self-evaluation</b> .



Grade Three	Grade Four	Grade Five
3-W1.5 Demonstrate the ability to <b>edit</b> for language conventions such as spelling, capitalization, punctuation, and <b>word usage</b> .	4-W1.5 Demonstrate the ability to <b>edit</b> for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure ( <b>syntax</b> ), and <b>word usage</b> .	5-W1.5 Demonstrate the ability to <b>edit</b> for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure ( <b>syntax</b> ), and <b>word usage</b> .
3-W1.6 Demonstrate the ability to write and publish in a variety of formats. 3-W1.6.1 Demonstrate the ability to write compositions, friendly letters, and expressive and informational pieces; begin writing multiple-paragraph compositions. 3-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	4-W1.6 Demonstrate the ability to write and publish in a variety of formats. 4-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. 4-W1.6.2 Demonstrate the ability to use the Internet with teacher guidance and support to communicate with others.	5-W1.6 Demonstrate the ability to write and publish in a variety of formats. 5-W1.6.1 Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces. 5-W1.6.2 Begin writing business letters. 5-W1.6.3 Begin writing essays, reports, articles, And proposals. 5-W1.6.4 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with others.

### Writing Purposes

W2 The student will write for a variety of **purposes**.

Grade Three	Grade Four	Grade Five
3-W2.1 Demonstrate the ability to using writing to explain and inform.	4-W2.1 Demonstrate the ability to use writing to explain and inform.	5-W2.1 Demonstrate the ability to use writing to explain and inform.

Grade Three	Grade Four	Grade Five
3-W2.2 Continue using writing to learn, entertain, and describe.	4-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.	5-W2.2 Demonstrate the ability to use writing to learn, entertain, and describe.

### Responding to Text

W3 The student will respond to texts written by others.

Grade Three	Grade Four	Grade Five
3-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	4-W3.1 Demonstrate the ability to respond to texts both orally and in writing.	5-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
3-W3.2 Demonstrate the ability to use <b>literary models</b> to develop and refine his or her own writing style.	4-W3.2 Demonstrate the ability to use <b>literary models</b> to refine writing his or her own writing style.	5-W3.2 Demonstrate the ability to use <b>literary models</b> to refine his or her own writing style.
	4-W3.3 Begin to use texts to make connections and to support ideas in his or her own writing.	5-W3.3 Continue using texts to make connections and to support ideas in his or her own writing.

### Legibility

3-W4 The student will create legible texts.

Grade Three	Grade Four	Grade Five
3-W4.1 Begin using cursive handwriting.	4-W4.1 Demonstrate the ability to use cursive handwriting.	5-W4.1 Demonstrate the ability to write legibly using print or cursive handwriting.

**Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.**

**Communication: Speaking**

C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
3-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.	4-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level.	5-C1.1 Demonstrate the ability to face an audience, make eye contact, and use the appropriate voice level; begin using appropriate gestures, facial expressions, and posture. when making oral presentations.
3-C1.2 Demonstrate the ability to initiate a conversation.	4-C1.2 Demonstrate the ability to initiate a conversation.	5-C1.2 Demonstrate the ability to initiate a conversation.
3-C1.3 Demonstrate the ability to respond in complete sentences.	4-C1.3 Begin using language and vocabulary appropriate for the <b>purpose</b> and <b>audience</b> .	5-C1.3 Continue using language and vocabulary appropriate for the <b>purpose</b> and <b>audience</b> .
3-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.	4-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.	5-C1.4 Demonstrate the ability to participate in and contribute to conversations and discussions by responding appropriately.

Grade Three	Grade Four	Grade Five
3-C1.5 Begin giving brief presentations, demonstrations, and oral reports.	4-C1.5 Continue giving brief presentations, demonstrations, and oral reports.	5-C1.5 Demonstrate the ability to give brief presentations, demonstrations, and oral reports.
3-C1.6 Demonstrate the ability to participate in <b>creative dramatics</b> .	4-C1.6 Demonstrate the ability to participate in <b>creative dramatics</b> .	5-C1.6 Demonstrate the ability to participate in <b>creative dramatics</b> .
3-C1.7 Demonstrate the ability to give multistep oral directions.	4-C1.7 Demonstrate the ability to give multistep oral directions	5-C1.9 Demonstrate the ability to give accurate directions.
3-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	4-C1.8 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.	5-C1.7 Demonstrate the ability to use oral language to inform, to entertain, and to compare and contrast different viewpoints.
3-C1.9 Demonstrate the ability to use <b>visual aids</b> , props, and technology to support and extend his or her meaning and enhance his or her oral presentations.	4-C1.9 Demonstrate the ability to use <b>visual aids</b> , props, and technology to support and extend his or her meaning and enhance his or her oral presentations.	5-C1.8 Demonstrate the ability to use <b>visual aids</b> , props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
3-C1.10 Demonstrate the ability to use <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom.	4-C1.10 Demonstrate the ability to use <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom.	5-C1.10 Demonstrate the ability to use <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom.
3-C1.11 Demonstrate the ability to <b>summarize</b> conversations and discussions.	4-C1.11 Demonstrate the ability to <b>summarize</b> conversations and discussions.	5-C1.11 Demonstrate the ability to <b>summarize</b> conversations and discussions.

Grade Three	Grade Four	Grade Five
3-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences	4-C1.12 Demonstrate the ability to participate in interviews and in reading and writing conferences.	5-C1.12 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
3-C1.13 Begin using effective organizational strategies to prepare oral presentations.	4-C1.13 Demonstrate the ability to use effective organizational strategies to prepare oral presentations	5-C1.14 Demonstrate the ability to use effective organizational strategies to prepare oral presentations.
	4-C1.15 Begin expressing and explaining ideas orally with <b>fluency</b> and confidence.	5-C1.15 Demonstrate the ability to express and explain ideas orally with <b>fluency</b> and confidence.
3-C1.14 Begin making appropriate statements to communicate agreement or disagreement with others' ideas.	4-C1.14 Continue making appropriate statements to communicate agreement or disagreement with others' ideas.	5-C1.15 Demonstrate the ability to make appropriate statements to communicate agreement or disagreement with others' ideas.

### Communication: Listening

3-C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

Grade Three	Grade Four	Grade Five
3-C2.1 Demonstrate the ability to follow multistep oral directions.	4-C2.1 Demonstrate the ability to follow multistep oral directions.	
3-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.	4-C2.2 Demonstrate the ability to listen for meaning in conversations and discussions.	5-C2.1 Demonstrate the ability to listen for meaning in conversations and discussions.

Grade Three	Grade Four	Grade Five
3-C2.3 Demonstrate the ability to focus attention on a person who is speaking and listen politely without interrupting.		
3-C2.4 Demonstrate the ability to <b>summarize</b> conversations and discussions.	4-C2.3 Demonstrate the ability to <b>summarize</b> conversations and discussions.	5-C2.2 Demonstrate the ability to <b>summarize</b> conversations and discussions.
3-C2.5 Demonstrate the ability to listen for <b>main ideas</b> .		
3-C2.6 Demonstrate the ability to participate in interviews and in reading and writing conferences.	4-C2.4 Demonstrate the ability to participate in interviews and in reading and writing conferences.	5-C2.3 Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.
3-C2.7 Begin distinguishing between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.	4-C2.5 Demonstrate the ability to distinguish between fact and opinion, comparing and contrasting information and ideas, and making inferences with regard to what he or she has heard.	5-C2.4 Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
	4-C2.6 Begin listening to record information as a member of a group.	5-C2.5 Continue listening to record information as a member of a group.

### Communication: Viewing

C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

Grade Three	Grade Four	Grade Five
3-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.	4-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.	5-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.

Grade Three	Grade Four	Grade Five
3-C3.2 Demonstrate the ability to recognize details, <b>setting</b> , <b>characters</b> , and cause and effect in material from <b>nonprint sources</b> ; begin analyzing details, <b>character</b> , <b>setting</b> , sequence, and cause and effect in such material.	4-C3.2 Demonstrate the ability to analyze details, <b>setting</b> , <b>character</b> , and cause and effect in material from <b>nonprint sources</b> .	5-C3.2 Demonstrate the ability to analyze details, <b>character</b> , <b>setting</b> , and cause and effect in material from <b>nonprint sources</b> .
3-C3-3 Demonstrate the ability to summarize information that he or she receives from <b>nonprint sources</b> .	4-C3-3 Demonstrate the ability to summarize information that he or she receives from <b>nonprint sources</b> .	5-C3-3 Demonstrate the ability to summarize information that he or she receives from <b>nonprint sources</b> .
3-C3.5 Demonstrate the ability to make connections between <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.	4-C3.8 Demonstrate the ability to make connections between <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.	5-C3.8 Demonstrate the ability to make connections between <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.
	4-C3.5 Begin comparing and contrasting different viewpoints that he or she encounters in <b>nonprint sources</b> .	5-C3.5 Continue comparing and contrasting different viewpoints that he or she encounters in <b>nonprint sources</b> .
	4-C3.6 Begin comparing and contrasting the treatment of a given situation or event in print and <b>nonprint sources</b> .	5-C3.6 Demonstrate the ability to compare and contrast the treatment of a given situation or event in print and <b>nonprint sources</b> .
	4-C3.7 Begin evaluating the ways that different <b>nonprint sources</b> influence and inform.	5-C3.7 Continue evaluating the ways that different <b>nonprint sources</b> influence and inform.

**Research Goal (RS)**

**The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.**

**Selecting a Research Topic**

RS1 The student will select a topic for exploration.

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
3-RS1.1 Begin asking questions to guide his or her research inquiry.	4-RS1.1 Continue asking questions to guide his or her research inquiry.	5-RS1.1 Demonstrate the ability to ask questions to guide his or her research inquiry.
3-RS1.2 Demonstrate the ability to construct questions about a topic.	4-RS1.2 Demonstrate the ability to construct questions about a topic.	5-RS1.2 Demonstrate the ability to construct questions about a topic.

**Gathering Information and Refining a Topic**

3-RS2 The student will gather information from a variety of sources.

<b>Grade Three</b>	<b>Grade Four</b>	<b>Grade Five</b>
3-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	4-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.	5-RS2.1 Demonstrate the ability to use a variety of resources, including technology, to access information.



Grade Three	Grade Four	Grade Five
<p>3-RS2.2 Demonstrate the ability to gather information from a variety of sources, including those accessed through the use of technology.</p> <p>3-RS2.3 Begin organizing information from a variety of sources, including those accessed through the use of technology.</p>	<p>4-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.</p>	<p>5-RS2.2 Demonstrate the ability to gather and organize information from a variety of sources, including those accessed through the use of technology.</p>
<p>3-RS2.4 Demonstrate the ability to document sources by listing titles and authors with teacher assistance.</p>	<p>4-RS2.3 Demonstrate the ability to document sources by listing titles and authors.</p>	<p>5-RS2.3 Demonstrate the ability to document sources by listing titles and authors.</p>
<p>3-RS2.5 Begin conducting independent research using available resources, including technology.</p>	<p>4-RS2.4 Continue conducting independent research using available resources, including technology.</p>	<p>5-RS2.4 Continue conducting independent research using available resources, including technology.</p>
	<p>4-RS2.5 Begin <b>summarizing</b> the information that he or she has gathered.</p>	<p>5-RS2.5 Continue <b>summarizing</b> the information that he or she has gathered.</p>

## Preparing and Presenting Information

RS3 The student will use a variety of strategies to prepare and present selected information.

Grade Three	Grade Four	Grade Five
3-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.	4-RS3.1 Demonstrate the ability to organize and classify information by categorizing; begin sequencing information.	5-RS3.1 Demonstrate the ability to organize and classify information by categorizing and sequencing.
3-RS3.2 Demonstrate the ability to organize information on the basis of observation.	4-RS3.2 Demonstrate the ability to organize information on the basis of observation.	
3-RS3.3 Demonstrate the ability to present his or her findings in a variety of formats.	4-RS3.3 Demonstrate the ability to present his or her findings in a variety of formats.	5-RS3.2 Demonstrate the ability to present his or her findings in a variety of formats.